

3rd International Conference on Language Documentation and Conservation

"It's so alive right now": Community- university collaboration for Lenape language education in Pennsylvania

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March 1, 2013

Sample Student Projects

Using the Subordinate Mode in Lenape

We've come a long way in learning the Lenape language. We have learned about the importance of whether things are living or non-living, what they are doing, whether they are doing something to another, and whether that other is living or non-living. But when we want to start relating two ideas to each other and showing how they relate in time or logic, we are not sure how. At this point, the time has come to look at Subordinate forms. What is the Subordinate?

A subordinate clause is usually introduced by a subordinating element such as a subordinating conjunction or relative pronoun. It depends on the rest of the sentence for its meaning. It does not express a complete thought, so it does not stand alone. It must always be attached to a main clause that completes the meaning. (The English Plus Website: <http://www.englishplus.com/grammar/000001010.htm>)

In English, the verb in a subordinate clause looks just like it would in the main clause. The only way you know the clause is subordinate is by looking at the subordinate conjunction (*that, because, when, if, etc.*).

In Lenape, however, the verb in a subordinate clause changes its form. This difference is considered one of *mood (or mode)*, and it "indicates whether a verb expresses fact, command, wish, conditionality, etc." (Oxford English Dictionary: <http://www.oed.com>) The most common mode is indicative, as in stating a simple fact such as *I buy groceries every day*. But in many languages, a verb in the subordinate mode (or mood) shows that the speaker is not sure that the action being talked about actually happened or will happen. Of course there are different uses of mode. In some languages, it primarily serves a *grammatical function* with little affect on the meaning of a verb. In addition, while conjunctions like *when, if, where* are considered subordinating in English, the subordinating conjunctions in Lenape are:

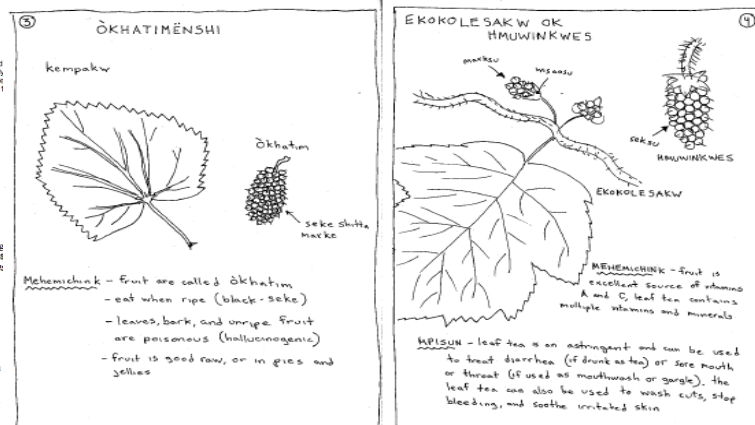
na - then: "I ate a fish. Then I went to the store."

teli - so that; that; in order to; as; oneself (second meaning/usage): *I run so that I am fit.*

Another very important thing is that you don't need to say *na* or *teli* before a verb for it to be subordinate. You must look at contextual clues in order to know the mode. There can be long strings of sentences whose main verbs are all in the subordinate. Why is this? Perhaps only more time with the language will help to explain this one. Though there are some clues, which we'll see more of later, it may have to be a bit of an intuitive thing.

Let's recap those clues we've identified so far. So far, we've seen that:

- The subordinate mode comes after *na* and *teli*, and these trigger words are sometimes only implied, but not actually said.



Lenape Bulbous Bouffont Skit

8. kwoti- skinu talá'o	wi'tírsa	ní'tanču	nná'Təm
kweti skinu telao	witisa	nitanču	nnatem
kweti skinu w-t-el-a-w-a	w-itis-a	nitanču	n-natem(-ne)
one man 3-MP-tell-DIR-3-OBV	3-friend-OBV	my.friend	1-fetch(-IN)
one man he.tells.him	his.friend	my.friend	1.fetch.it
tántay li- kishuxunk			
téntay li kishuxunk			
téntay li kishux-nk			
fire li sun-LOC			
fire to in.the.sun			

One young man told his friend, "My friend, I am going after the fire in that sun."

9. entaikaat	wi'Kí't	na-	kí'tíx
entaikaat	wikit	na	kishux
enta-ika-a-t	wik-i-t	na	kishux
when-there-he.went-3CONJ	dwel-vb-3CONJ	that	sun
when.he.went.there	where.he.lives	that	sun
talá'o	tántay nkaTú'Tam		
telao	téntay nkatatam		
w-t-el-a-w-a	téntay n-katatam(-ne)		
3-MP-tell-dir-3-OBV	fire 1-want.it(-IN)		
he.told.him	fire I.want.it		

When he went there where he lives, he told that sun, "I want the fire."

10. talá'o	na-	kí'tíx	taa-káski	wemíá	na-
telao	na	kishux	taakaski	wemia	ne
w-t-el-a-w-a	na	kishux	taa-kaski	wemi-a	ne
3-MP-tell-dir-3-OBV	that	sun	not-can(able)	all-OBV	that
he.tells.him	that	sun	not.possible	all	that
kalú'səmən entalawíekw					
kelusemen entalawíekw					
k-lusem-ne enta-lawí-ekw					
2-burn.it-IN where-live-2pl					
you.burn.it	where.you.all.live				

That sun told him, "That would not be possible, -- you would burn all of that [which exists] where you all live."



Links:

Lenape Language Resources (including student projects):

<http://www.swarthmore.edu/SocSci/Linguistics/LenapeLanguageResources/index.html>

Lenape Nation of Pennsylvania: http://www.lenapenation.org/index_flash.html

Lenape language and culture on Youtube: <http://www.youtube.com/user/windamakwi12>

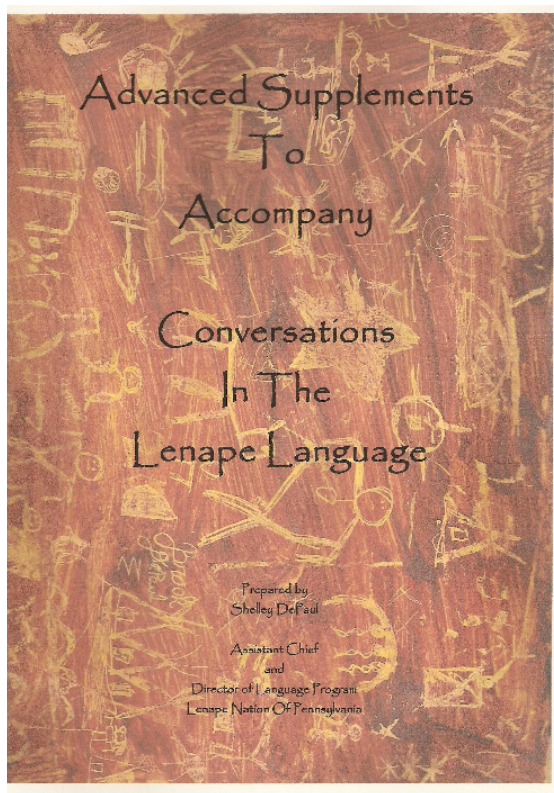
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Lesson 22 Vocabulary

Memorize and practice the pronunciations of the following words. Once mastered these words, go back to Lesson 22 in the textbook and expand your conversation skills by using them. *For additional practice with the vocabulary from all lessons, complete the vocabulary word games in the appendix of*

pukwes – mouse; rat	nahenem – raccoon
pukwesak	nahenemak
tamak'was – muskrat	xanikw – squirrel
tamak'wasak	xanikok
wininkwes – mink	shkakw – skunk
wininkwesak	shkakok
xaphukwe – mole	mekis – sheep
xaphukweyok	mekisak
kwekonxas – mule	xkuk – snake
kwekonxasak	xkukak
sisawin – oyster	tahkox – turtle
sisawinak	tahkoxak
wapink – opossum	teme – wolf
wapinkak	temeyok
kwenemuxkukw – otter	munhake – woodchuck
kwenemuxkuk	munhakeyok
kawiya – porcupine	sankwe – weasel
kawiyayok	sankweyok
chemames – rabbit	hupekw – worm
chemamesak	hupekkok

Lesson 22 Verbs

Memorize and practice the pronunciations of the following verbs. Listen carefully to the audio file to learn how the words are pronounced and stressed. Once you have mastered these words, go back to Lesson 22 in the textbook and expand your conversation skills by using them.

INTRANSITIVE

ame - to fish

ame - I am fishing
ame - you are fishing
ame - he is fishing

amehena - we fish
amehena - we fish
amehemo - you all fish
ameyok - they are fishing

TRANSITIVE ANIMATE

wixen = to cook

DIRECT

Singular Object

newixena - I cook him
kewixena - you cook him
wixenku - he cooks him
newixenawena - we cook him
kewixenawena - we cook him
kewixenawawa - you all cook him
wixenawao - they cook him

Plural Object

newixenaok - I cook them
kewixenaok - you cook them
wixenku - he cooks them
newixenawenanak - we cook them
kewixenawenanak - we cook them
kewixenawaok - you all cook them
wixenawao - they cook them

INVERSE

Singular Subject

newixenkukw - he cooks me
kewixenkukw - he cooks you
wixenku - he cooks him
newixenkuna - he cooks us
kewixenkuna - he cooks us
kewixenkuwa - he cooks you all
wixenkuwoo - he cooks them

Plural Subject

newixenkuk - they cook me
kewixenkuk - they cook you
wixenku - they cook him
newixenkunanak - they cook us
kewixenkunanak - they cook us
kewixenkuwaok - they cook you all
wixenkuwoo - they cook them

Verb Exercises

Translate into English: intransitive and transitive animate

1. Yu tali ameyok.
2. Opanke xu amehena.
3. Kench naola.
4. Lehapa naolukunanak.
5. Kixki amehemo.
6. Wixenkuwoo kweshkweshak piskeke.
7. Chich ame.
8. Kewixenaok musak.
9. Wixenawao na ahtu.
10. Neli knaoliheña.
11. Ohelemi knaoli.
12. Apchi knaolelhumo.

Lesson 22 Translation

Translate the following story into English.

A Walk with Father

by

Rachel Killackey

Xu ntachimwi wichi mēñēpēkw, aēsēsāk, ōk awēnik. Lomewe nux, naxans, ōk ni ntabēña mēñēpēkunk. Tākiti naxans ashēwil. Nux ōk ni amehēña. Ntabēña palenāxk nāmēsāk. Matanake, nux ntelkuna kupēñē xaheli aēsēsāk. Neyowēñanāk xeli aēsēsāk. “Kneyo hēch nēk ahtuhok?” nux luwe. “E-e,” ntēluwe. “Kēku hēch nan?” “Tankanikwēs nan,” nux luwe. “Welesu na anikwēs,” ntēluwe. “Apuwak maxkok tekenink,” nux luwe. “Nulamhitamēñ,” ntēluwe. “Kneyo hēch yuki chahkolak?” nux luwe. “E-e,” ntēluwe. “Shek kench nēmachihēña hēch?” ntēluwe. “Eche! Machitām!” luwe. Nemāxkamēña chipako. Xuwe ne chipako. Naxans kākxsēmēñ ne aman. Ntatunēñ mehēmichink tepchelasink. “Kulhatu ne ahpon?” nux luwe. “E-e,” ntēluwe. “Nulhatu wēmi ahpon ōk ne salapon.” “Nkwis, wichēmī pilitu!” nux luwe. Na ktalēmshahēña. Sōmi kēkwikwihēlahēña. “Kahes xu wixēnaok nek nāmēsāk,” nux luwe. “Hīpaha!” ntēluwehēña.